

MAY 26 1944

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

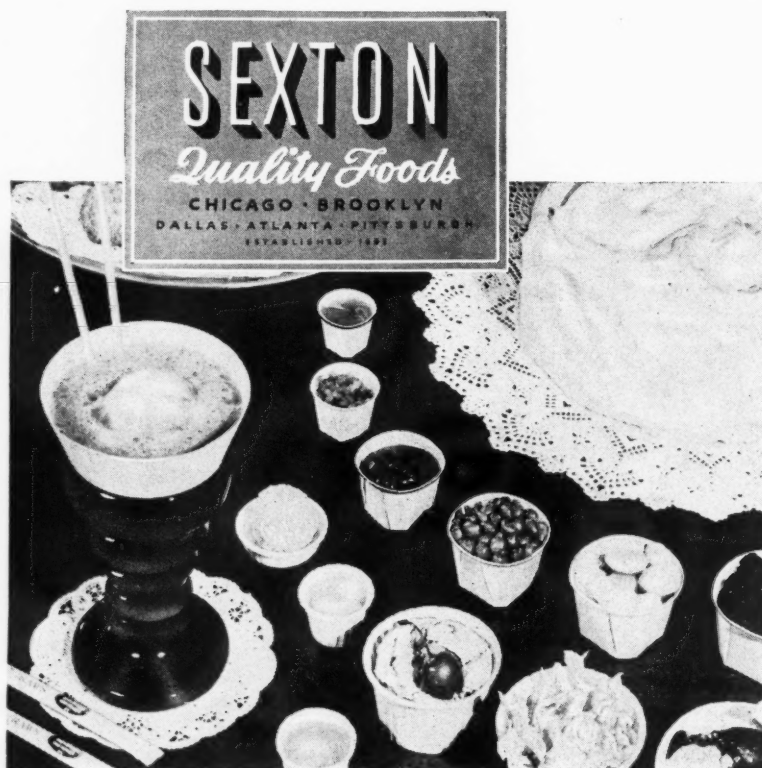
The **CAMPING** MAGAZINE

Looking Ahead to Camping Programs 1944

AMERICAN CAMPING ASSOCIATION
(Copyright 1944, AMERICAN CAMPING ASSOCIATION, INC.)

APRIL

1944



GOOD
FOOD
FOR
PLEASED
GUESTS

Distinctive style

That "just right" touch is given the table setting by Sexton's exquisite napery in paper—cups, doilies, covers and mats. Precious china and elegant silver lose no charm in service with the delicate tracery and richly embossed patterns of these matched sets. Economical and sanitary, too. All backed by Sexton service—which means a stock of a size and variety that assures prompt delivery—complete satisfaction.

**PLUS
UNEQUALED
SERVICE.**

JOHN SEXTON & CO., 1944



IF PREPARING
FOOD or DRINK

is Your
Business

it's Your
Business

TO KNOW ABOUT

1-2-3
Mixer

Most amazing tart flavor ever... for practically every use in the line. Chefs, dietitians, bakers, and fountain men have found that for flavor, consistency, and time-saving efficiency 1-2-3 is just like its name.

Whenever, wherever a tart flavor or sour base is desired, it's 1-2-3 MIXER... and you have it! No mess... No waste... every drop is used... adding wholesome zest to drinks, summer "coolers", puddings, desserts, baking delicacies, salads, sherberts... to all recipes requiring a piquant flavor. 1-2-3 contains no artificial preservative. TRY IT... TEST IT... IT WILL PROVE ITSELF!

CAUTION: Beware of imitations! 1-2-3 Mixer is the original 2-bottle package, necks protruding from package. Look for the patent No. 1,731,153 to make sure you are getting the original—the assurance of the right quality.

FREE: For a Sample Quart of 1-2-3 MIXER, call or write any authorized distributor or—



One Two Three Company Inc.

CHICAGO

150 VARICK STREET
NEW YORK

LOS ANGELES

BUY — MORE and MORE — BONDS

VOLUME XVI

NUMBER 4

The Camping Magazine

Official Publication, American Camping Association

APRIL, 1944

Page

2. FOREST AND WILDLIFE CONSERVATION ON CAMP PROPERTIES—Lloyd W. Swift
5. A COMMUNITY PLANS FOR CAMPING—Ramona Backus
7. MORE PURPOSEFUL CAMP AQUATIC PROGRAMS—Carroll L. Bryant
9. A READING LIST FOR COUNSELORS—Barbara E. Joy
10. NEEDED: MORE CAMPS FOR CHILDREN—Katharine F. Lenroot
12. THE EARTHWORM GOES TO CAMP—Jack Conley
14. CAMP READING FOR BOYS AND GIRLS—Margaret M. Clark
16. ODT NO. 10 CAMP TRANSPORTATION
17. COUNSELOR COURSES OFFERED

Chairman of Publications
Abbie Graham

Editor-Manager
Sybil Spencer Nims

EDITORIAL BOARD

Marjorie Camp
Mary Edgar
Bert Gold
Ruth Prouty

Catherine Hammett
Bernard Mason
Emily Welch
Paul Weinandy

ADVISORY EDITORS

Ernest Thompson Seton
Elbert K. Fretwell
Sidonie Matsner Gruenberg
Jay B. Nash
Paul Hanly Furfey
Hedley S. Dimock
Elmer D. Mitchell
Rosalind Cassidy
Lester F. Scott

Mrs. Paul Rittenhouse
William G. Vinal
W. E. Longfellow
Laura I. Mattoon
Albert Van S. Pulling
Augustus D. Zanzig
Fay Welch
Louis H. Blumenthal
Barbara Ellen Joy

BUSINESS MANAGEMENT

Charles Desser, Chairman

Eleanor Eells

Elmer Ott

Published Monthly, November through June. Membership through 25 sections of A.C.A. includes Camping Magazine Subscription: for non-members, \$2.00 a Year. (\$2.25 Canada; \$2.50 Foreign)

Entered as second-class matter December 24, 1934, at the post office at Ann Arbor, Michigan, under the Act of March 3, 1879. Published monthly November through June at 305 Maynard St., Ann Arbor, Michigan, by the American Camping Association, Inc., 343 S. Dearborn, Chicago, Ill. The Editor and Editorial Board are not responsible for views expressed in signed articles. Advertising Representative: Homer Guck, 343 S. Dearborn St., Chicago, Illinois. Eastern Advertising Representative: The Macfarland Co., 289 Fourth Ave., New York City 10.

Forest and Wildlife Conservation on Government Property

By

Lloyd W. Swift

U. S. FOREST SERVICE

THE camp setting may provide an ideal environment for teaching some of the principles of conservation of natural resources. A camp site is usually selected because of natural attractions—such as mountains, forests, meadows, lakes and streams. The maintenance and improvement of these natural advantages is undoubtedly the common desire of the camp owners and executives. With this special concern over the condition of the soil and its plant cover, it is a short step to placing emphasis on good conservation practices in some of the camp programs.

There are probably a number of ways to give the boys and girls an introduction to the importance of natural resources and good land management practices. The actions of communities or even Nations may be influenced by the character of the natural resources. A thought commonly expressed is that nations go to war to acquire additional lands, which can yield resources not possessed within their own boundaries. Thus, Germany, Italy and Japan have been called the "have not nations". The ancient lands

of the Near East reached a high development, but they are reported to have declined rapidly when unwise grazing and agricultural practices destroyed the fertility of the land. In our own country there are examples of people abandoning the land because it was worn out through constant cropping without proper conservation practices. Large acreages of forest land have been made idle where unprotected and periodically ravaged by fire.

These examples would probably appeal to the imagination of the boys and girls at the camps, but they would be more likely to remember something more tangible. On the camp areas they can be shown how the forest and meadow vegetation forms a protective coating over the soil. Where this coating is unbroken, the water runs off gradually and is clear. But where the soil is exposed the rain and snow water rushes off, taking with it soil which has been years, perhaps centuries, in developing.

Our complete dependence on plant life for food is always a bit startling to young people. The green of plants—the chlorophyll—is the vital element. Using the sun's rays as energy, the leaves of the plants combine water brought up by the roots with elements taken from the air to produce starch. This is the beginning of the food chain. It doesn't make much difference what kind of food we eat, it all traces back to the green leaf. We eat the leaves of spinach. With carrots the food made in the leaf is stored in the root, and wheat flour comes from the food stored in the seeds. A beef steak, if you can get one, is the product of the green leaf converted into meat. Animals which feed on other animals are several times removed from the green leaf but nevertheless fully dependent on plants for their existence.

Courtesy, U. S. Forest Service



Most plants have roots directly in the soil mass and in general grow in proportion to the soil fertility. The soil fertility, however, is not fixed. Soils improve slowly, but can be injured or destroyed rapidly through exposure and erosion. In growing on the soil the plants hold it in place and at the same time enrich it through the addition of leaves and other plant material. Examples of these relationships are everywhere present and can be pointed out to the boys and girls of the camps along the road and stream banks, and in the fields and forests.

Persons who derive particular pleasure from the forest and other natural surroundings are said to be good citizens. Naturalists, fishermen and others who go forth because they enjoy the out-of-doors for what it is, are seldom reported to be in the penal institutions of this country. Thus, it would appear that there are any number of reasons why camp owners and executives and the boys and girls probably possess an unusual interest in the practices which provide for good land, plant and water management.

All this has a bearing on what could be done to maintain the forest and woodland cover and a reasonable population of wildlife species in the forest and adjacent areas. It is tied to the principle that the soil is the basic natural resource, but that its present condition and future value depends to a large measure on the plant cover. This interdependence increases with the angle of the slope and for this reason a good plant cover is especially needed in mountainous country.

The forested lands on the camp properties need protection and management for best results. For the purposes of this article it is assumed that the camp forests and woodlands are managed primarily for the recreational and related values rather than for timber products. In a general way the same practices would be followed in either case, as for example in the matter of fire protection.

As everyone knows, fires can be terribly destructive to a forest area. When the fires are at their worst the damage is extensive. In addition to the killing of the reproduction and the saplings, the larger trees are commonly seriously scorched, or even killed. When this happens the beauty and utility of a camp forest is lost, and restoration requires many years. The effect on the trees is probably the most obvious, but other losses may be equally as important. The moisture-absorbing, soil-protecting layer of litter and or-



Courtesy, U. S. Forest Service

ganic matter always vanishes with a hot fire. The soil is then exposed and the first rain takes ashes, soil and debris into the streams and lakes. This may make the waters undesirable for swimming and may even destroy fish and other aquatic life.

Forest fires can have a profound effect on the resident wildlife. The burning of the vegetation, logs and other ground cover removes the homes, food sources, and protection for many species. The environment is drastically altered, and may thereafter be unsuited to the rodents, birds and other animals characteristic of the unburned forest.

Another very real danger from forest fires is the possibility that the buildings and improvements may be lost or damaged. This is no doubt of constant concern to the camp people during the fire season.

To prepare for possible forest, brush and grass fires, each camp should have one or more tool caches reserved for the sole purpose of fighting fires. The fire tool caches should consist of the essential things needed to combat a fire, such as axes, rakes, back pumps and other standard tools. Moreover, certain reliable individuals should be made responsible for the maintenance of the fire tools so the tools will be available and in good condition should an emergency arise. The same individuals or others should be responsible for taking charge and initiating action to control fires whenever one occurs.

Where feasible, it would be a good plan to have fire crews. If this can be done, then training can be given in fire trail construction and other features of fire suppression. Such training results in a fire-conscious attitude, and where older boys and girls can be given instruction, they acquire a better appreciation



Courtesy, U. S. Forest Service

of the need for care with fire. In most areas a local state or federal forest ranger or fire warden can help the camp owners and executives on the fire question. They may be able to assist in the organizing of camp for fire emergencies, provide training, and make arrangements for reporting fires to a central office. Therefore, each boy and girl's camp in a country subject to forest fires should seek the advice of the nearest state or federal forest official.

On some properties the camp owners may wish to remove a portion of the saleable trees as forest products. Unless the forest acreage is very restricted, a limited amount of cutting may be a desirable move, especially at this time. There is a shortage of lumber and wood products, and in most forested localities a ready market for saw logs and pulpwood. Because of the labor shortage, the camp owners would be helping the war effort if they could cut and sell a part of their stands.

The desirability of such a step will depend on the size of the woods belonging to the camp, and the character of the forest stand. If it is decided to remove some of the trees, careful consideration should be given to their selection. The owners would want to be certain that they are the proper specimens to cut from a forest management standpoint as well as to protect the esthetic and recreational values needed for the conduct of the camp. Because of these special problems, most camp owners would probably want to study the matter carefully and also seek the advice and assistance of professional foresters.

From the standpoint of creating and maintaining a variable and interesting association of plants and animals, it may be necessary to alter the vegetative cover to some extent and this could be done in connection with the cutting of logs and other forest products. A large block of forest has only the animals which live in and under a dense stand of trees. Similarly a large field would have its characteristic but limited plant life. At the borders of the field and forest, however, the animals common to both types of plant cover may be present. Multiply this by a variety of borders, including bramble patches, swamp, meadow, brush, rock piles, and the wildlife becomes equally intermingled.

The wildlife then increases with the occurrence of forest, bramble meadow and other edges. This is because all the needs of some of the animals are provided in a small area. Moreover, animals as the cottontail do not roam over much territory. For this reason they want brambles and other cover to hide, rest, or escape in and they prefer it a hop, skip and a jump from the meadows and clearings where they venture forth to feed. The same thing is true of the song sparrows, juncos and other birds. They like open areas to feed in but also want some brush or cover close by so they can rush to cover if need be.

So if the food and cover conditions are present, the wildlife is likely to respond. The importance of plant and animal interrelationships are often readily demonstrated in the clearings about the camps and along

(Continued on page 18)

A Community Plans for Camping

By

Ramona Backus

IN 1936, in the depths of the depression, summer camps everywhere floundered and struggled and sometimes even gave up the battle and quietly ceased to exist. At the same time the service which camps could render to children was greatly needed. Many family incomes were tragically low, children ate the beans and oatmeal in the ration boxes handed out by the relief agency, and wore the hand-me-down shoes collected by the P.T.A. Recreational opportunities, which were more needed than ever, were too often curtailed or completely eliminated because other needs seemed more urgent. Camps suffered seriously from this tightening up of community purse strings. Food allowance and medical care must be provided but camping could wait for better days.

The Chicago Community Fund at this time began an experiment in community planning for camping which has continued for eight years. Except for one year in which five camps received special grants, the Fund has never given money to camps as such. A number of Community Fund participating agencies operate camps as part of their year-round program, however, the camps deficits of these agencies have been "frozen" so that any increases in camp costs are not financed by the Community Fund. There were a number of reasons for this position on the part of the Fund. It was felt that camps, by the very nature of their program had a strong appeal for private giving. "Send a poor city child to the country for a week" was the thought to make an appeal to sentimental donors, which filling for teeth and extra vitamins in diet perhaps did not make. Also, camps operated only part of the year and so frequently lacked the stability and continuity of policy which would be found in an agency with a year-round program. Further, camp bookkeeping was notoriously bad. Camp budgets were all mixed up with total agency budgets. Some directors paid their counselors, some secured volunteers. Some received large contributions "in kind," baskets of tomatoes and beets from neighboring gardens, gifts of a dozen watermelons or a freezer full of ice cream from a camp visitor, new screens for the porch from a Board member. How were these items to be accounted for in the budget and, if not accounted for, how did anyone know how much it really cost to run a camp? Until a camp had some reasonably accurate record of costs and until it could plainly indicate the gap between costs and income

how could the Community Fund know whether or not that particular camp really needed a helping hand? All of these considerations made the Fund unwilling to allocate money directly to camps.

However, it was recognized that camping facilities for Chicago children were woefully inadequate and that even some of the existing camps were not operating to capacity because they could not pay for food and staff necessary to operate a full camp. They ran an eight-week season instead of ten weeks or they closed up a cottage or two, or sometimes a whole section of camp, and said, "We'll have to take only the number of children we can afford to feed and supervise." Parents, in the groups served by agency camps could not afford to pay camp fees, so the children stayed in town all summer while the house-in-the-woods had empty beds.

A plan, which was an attempt to solve this dilemma, was evolved by the Reviewing Committee on Group Work Agency Budgets of the Community Fund. This committee was at that time appointed by the Council of Social Agencies and so had a direct connection with the Chicago Camping Association which is the Camp Section of the Council. The plan was to make an allocation of money, not to particular camps, but to be spent wherever such spending would increase the camping facilities being used. The first year \$1,000 was set aside for this purpose. Spending the money necessitated visiting camps to find where the empty places were and making some plan for selecting the children who most needed to go to camp. The Elizabeth McCormick Memorial Fund, a private agency for service to children, was requested to administer the new project. Since that time the McCormick Fund has furnished a social worker who now spends about five months of each year on the camp program, secretarial assistance, office space, telephone, postage, paper, and all other office expenditures.

After the first year, as the amount of money allocated to the program increased, it was felt that a committee of people from the community representing both camps and referring agencies would give valuable assistance to the McCormick Fund and would serve to integrate the program more completely into total community planning for camping. This committee has included representatives of the public relief agency, private social agencies, hospitals and

clinics interested in the problem of camping for children with special needs, The Chicago Camping Association, and the Council of Social Agencies. Various camps and camping groups, Y.M.C.A. and Boys' Clubs, for example, have been represented on the committee.

From the beginning, the Community Fund made definite stipulations regarding the spending of the allocation. First, the money was to be spent only as it could bring into use additional camp places, never to subsidize a camp, however urgent its financial need, unless it had unused camp space to sell. This expansion of facilities came about in a number of different ways. Camps having empty beds in their regular camp periods took extra children to fill those places and were paid a certain amount per child per day. Two camps ran extra one-week periods at the beginning or end of the regular season caring for 80 to 100 children each week. Other camps opened up whole sections which had been closed since the beginning of the depression. One camp, already used to capacity, added a cottage and cared for eight extra children each period. A few camps had empty places for reasons not primarily financial. A change in agency clientele left one large camp used to about one-fourth of its total capacity. A plan was made whereby all of these empty places could be filled for the two weeks during which this camp served children. A public camp built by the National Park Service as part of a National Recreation Demonstration Area was used for one or two weeks in each of several years. Since the camp had only a maintenance staff, a supervisory and program staff was assembled and trained by the camp committee in co-operation with interested group work agencies.

The second requirement made by the Community Fund was that the money be spent to serve children who were urgently in need of care and for whom no other plans could be made. An agency wishing to send children to camp through the allocation was expected to continue its efforts to raise money for camp, to secure as many free places as possible and to ask for placement through the Community Fund for those additional children who very much needed to go to camp and whose fees the regular facilities of the agency could not provide.

An application form was prepared containing some family information and some facts about the child which would help the worker to make a suitable camp placement. Social agencies submitted applications for children whom they wished to send to camp. In 1937, twenty-eight agencies; hospitals, clinics, relief, child placing, family service, and group work agencies sent children to camp through the allocation. In 1938 the number of referring agencies increased to forty.

The third requirement laid down by the Com-

munity Fund was that the payment for each child was not to exceed \$1.00 per day. It was recognized that in a camp with high standards \$1.00 per day did not cover the total cost of a child's care, but with overhead and administration already covered, camps could afford to add extra children at this rate. Each camp was asked to charge the amount it must have to enable it to take the additional children and, in many cases, the amount asked for was considerably under \$1.00. During 1942 and 1943 rising costs made it necessary to pay a few camps \$1.25 per day. This was done only when some special circumstance made it necessary as, for instance, when a camp located a long distance from Chicago found its transportation cost too high to enable it to take children at the previous rate. In 1944 it seems likely that there will be a more general increase in the rate paid.

No camp was used which had not been visited by the social worker and frequently by other members of the McCormick Fund staff, most often a nutritionist. This relationship of camps to the Community Fund led to an improvement in standards in those cases where certain changes were indicated as necessary before the camp could be considered satisfactory. One camp which fell seriously below standard, especially regarding program and supervision, was not able to make the required improvement and so was used only one year. Another camp made major changes in its dietary as suggested and continued to take large numbers of children through the Community Fund.

The length of the period for which children were sent to camp varied from one to two weeks. A two-week period was always sought but when a camp could provide only one extra week or when its regular periods were ten or twelve days, then children were sent for that length of time. Cardiac children were placed in a special camp for eight-week periods.

From the beginning there has been emphasis upon the placement of individual children on a sound case work basis and effort has been made to select those children who would profit most from the camp experience and to place each child in the camp best suited to meet his needs. Whenever possible a camp placement was made which might lead to a year-round connection with a group work agency. Since 1937 large numbers of negro children have been placed since that group is, on the whole, the neediest in the community and because camping and other recreational facilities for negro children are so limited.

The amount of money granted for the project has increased from \$1,000 in 1936 to \$9,200 in 1942 and 1943 with an additional reserve fund which could be drawn upon in both of those two years. The plan has been generally agreed to be so successful that it seems

(Continued on page 21)

More Purposeful Camp Aquatic Programs

By

Carroll L. Bryant

THE art of swimming is a fundamental physical accomplishment, to be considered on par with walking, running, climbing, throwing, striking, and so on. Swimming is an art however, for which man has little or no particular instinct; it must, of necessity, be acquired. While swimming has many outlets, most of them recreational, it must never be overlooked that it is above everything else, functional; that is, it is man's only natural means of support and locomotion in the water without which he cannot long survive by his own effort.

Bathing and swimming are very important elements in the camping program. It is almost unthinkable to attempt to operate a camp without free access to swimming waters or to set up a camp program which does not make provision for bathing and swimming. The average boy or girl coming to camp expects to find not only a place to swim, but opportunity to get into the water every day.

The camp aquatic program requires competent supervision and direction; supervision, because a drowning accident is something no camp can afford to have; direction, because for the camper to get the most out of it, the swimming program must be carefully planned and guided.

No boy or girl coming to camp is so accomplished in the water that he or she has nothing more to learn. Most campers have a great deal to learn about the art of swimming. There is no place, furthermore, where more about swimming can be learned, in so short a time, than in the summer camp.

Since *enjoyment* of aquatic activities is enhanced by the acquirement of *skill*, provision must be made in the program for instruction; that is why it is put first. A place, however, must be allotted in the program for free choice (within certain limits) of aquatic activity by the camper simply for the "fun of it." All components of a good water program in camp, though, should either directly or indirectly, serve to increase steadily the degree of "at homeness in the water" of every camper, or it has failed to some extent to fulfill the educational and developmental purpose of camping, as such.

A few observations on trends in camp aquatics are set forth herewith, which may be helpful to camp

directors, and to their aquatic counselors, in planning and handling water programs which may be, perhaps, more purposeful than some have been in the past.

THE CAMP WATERFRONT DIRECTOR

At a time when camp directors are beset with counselor problems, it may seem inappropriate to discuss high qualifications of a waterfront director. But, because there is no harm in setting general standards, and because they will apply after the war as well, there is no great harm in making some observations.

The camp waterfront director should be a trained camper, as well as an aquatic person, for only by that means can he relate his aquatic knowledge readily to the camping scene.

He should be broadly experienced in the field of aquatics; that is, he should know how to set up and operate a swimming program which covers the overall needs and desires of the campers, from learning how to swim, to the winning of a swimming race.

Since he is the head-instructor, or indeed, may be the only thoroughly trained swimming instructor in camp, he should be an expert teacher at any level of skill.

He should not be regarded as a specialist whose camp duties are limited to the waterfront. While he may major and devote most of his time to aquatics, she should be expected to assume other camp responsibilities.

If the camp-director has, or can find, this paragon of the water, he has, indeed, a treasure.

CAMP AQUATIC COUNSELORS

The camp aquatic counselor is first a camp counselor and second, an aid to the Camp Aquatic Director. His major duty as far as aquatics are concerned is to serve as auxiliary eyes and ears to the Director, in safeguarding the campers when they are in the water. The aquatic counselor beyond that, however, should be trained in the various elements of life-saving so that he can cope with an emergency situation in the water, if necessary.

The aquatic counselor who has the necessary aptitude may also, through training, become an important auxiliary to the director, in teaching, recording, and

a variety of other duties related to the aquatic program.

SWIMMING CLASSIFICATIONS FOR NEW CAMPERS

Out of our war-time experience has come a new initial classification of bathers that is better than anything used in the past. By virtue of its simplicity, it is easily applied to groups. By an initial test new campers should be classified as:

(1) *non-swimmers* (2) *novices*, and (3) *skilled swimmers*.

Non-Swimmers are obviously those who cannot swim at all.

Novice Swimmers are those who, by prodigious effort manage to claw their way through the water a few feet or yards, with crude stroking movements and no understanding of the simple principles governing buoyancy and propulsion.

Skilled Swimmers may be classified as those who employ recognizable strokes with some degree of ease, and display some "at homeness," in the water. They may, but do not necessarily have to be, finished swimmers.

Once classified in this manner, non-swimmers and novices may be placed arbitrarily in Beginners Instruction groups. Skilled swimmers on the other hand, depending upon the degree of their aquatic ability may be placed in instruction groups at the Intermediate Swimmer, Swimmer, or Advanced Swimmer level, and may go on into Life Saving instruction groups. Every camper will, of course, be advanced in grade at a rate equivalent to his development as a swimmer.

Old campers, naturally, are placed at the level where they left off in the previous camping season, but are advanced immediately if they have developed as swimmers, in the interim.

SOME OBSERVATIONS ON TEACHING AT THE BEGINNER'S LEVEL

Among non-swimming campers there is to be found a youthful eagerness to learn how to swim as rapidly as possible. It is far too easy to learn to swim a little, very poorly. Many beginning swimmers are hustled through the Beginner's learning process without ever acquiring the fundamental skill structure upon which swimming excellence is built. As a result, many never attain the enviable status of skilled swimmers, even though they may develop some "at homeness" in the water.

If those responsible for teaching non-swimmers in camps would use the methods and skills prescribed for Beginners to attain the more fundamental aspects of swimming, such as, full use of body buoyancy, relaxation, correct breathing, balance, and ease of propulsion, the learning process for the upper levels of skill would be ever so much easier and speedier for the camper.

It is recommended, too, that all novice swimmers,

despite the fact that they can swim a little, should be schooled in Beginner swimming. A novice is just that because he has learned how to propel himself through the water, but has not acquired the basic factors mentioned above, in the process. He should, therefore, be taken back to the Beginners level where he can best get them.

TEN CHANGING OBJECTIVES OF SWIMMING INSTRUCTION

From swimming in relation to its use under war-time conditions, certain useful factors have emerged. The basic kinds of swimming found to be most useful to our fighting men and their feminine auxiliaries are those which tend to conserve energy and to increase versatility. Endurance and versatility are fundamental to survival, of course, but that they contribute to enjoyment of water sports under other conditions is undeniable.

There was a time not long ago when almost every camper had as his immediate objective in swimming, the mastery of the crawl stroke so that he could swim as fast as possible. A fighting man who specialized in crawl swimming even though he may be an excellent swimmer is in sorry plight out in mid-ocean, after a torpedoing or after being forced down in flight, if he can't swim anything but the crawl. Even 50 miles from land, he isn't going anywhere, but must concentrate wholly upon remaining afloat until picked up. How fast he can swim is of no importance. How slowly he can swim or how long he can float is of paramount importance.

Endurance in the water is not nearly so much a matter of strength and stamina, as it is wise and intelligent expenditure of energy. Versatility contributes to survival because the swimmer can select the kind of stroke most suitable to the conditions encountered, and can find relief for tired muscle groups, by changing from one style of swimming to another.

For more complete enjoyment of water sports, as such, and for survival value, too, the camp aquatic program should be, if it isn't already, developed on a steadily broadening basis. The process of developing versatility in swimming is based upon singularly few patterns of stroking movements, but they are exact. Once mastered, they can be adapted almost limitlessly for swimming use, on a cumulative basis.

If any change is indicated in the camp swimming program to make it more purposeful, it should be along these lines. Campers should be taught many aquatic skills, rather than a few, and they should be encouraged to swim continuously for longer periods of time, and for greater distances than before, so that they may acquire endurance. The endurance factor must, of course, be consistent with the fact that campers are children.

(Continued on page 19)

A Reading List for Counselors

By

Barbara E. Joy

Chairman, Studies and Research Committee

IN RESPONSE to a request for a list of books which should be read by counselors, the Chairman of the Studies Committee has prepared the following brief bibliography. It is divided into two parts, "urgent" and "highly desirable". No attempt has been made to include materials on camp skills or on any specific phase of camp activities. Such may be found in the Annotated Bibliography, obtainable through the A.C.A. and in many other available bibliographies dealing with particular subjects.

Several of the old "stand-bys" familiar for years on such lists have been omitted and fresher materials weighing fewer pounds substituted. An effort has also been made to dissipate certain wisps of academic fog that have been observed to hover over such a project. The compiler assumes personally all hazards involved in a matter necessarily demanding the exercise of the powers of winnowing and predilection. As a matter of passing interest, the total cost of the first ten items is \$7.50, and their combined weight is exactly four pounds, thirteen and one fourth ounces.

Intelligent reading of these books should give to a counselor an appreciation of what good camping is, a fairly clear understanding of the counselor's place in the picture, and a glimpse of the opportunities and pleasures which the camp leader may find in his day-to-day relationships with campers, as a group and as individuals.

URGENT

The Camping Magazine, February, 1944. "Counselors are Human Beings" by Mary Northway. "The Pleasures of Being a Counselor" by Abbie Graham. February, 1942, Special Issue, "The Role of Camping in America".

Marks of Good Camping. Association Press, New York City. 1941. Price: \$.75.

Charting the Counselor's Course by Mary L. Northway, Longmans, Green & Co., New York City. 1940. Price: \$1.00.

A Camping Manual by Alice R. Drought, A. S. Barnes & Company, New York City. 1943. Price: \$2.00.

Working At Play by Abbie Graham. The Womans Press, New York City. 1941. Price: \$1.50.

The Camp Counselor's Manual by John A. Ledlie and Francis W. Holbein. The Association Press, 347 Madison, New York City. Price: \$.50.

Camp Director's Guide in Meal Planning. The Children's Welfare Federation of New York City, 435 Ninth Ave-

nue, New York City. Section III. 1943. Price: \$.25.

Brass Tacks for Counselors by Walter H. Bentley. 14 Beacon St. Boston, Mass. 1940. Price: \$.40.

Safety-wise. Girl Scouts, Inc., 155 E. 44th St., New York City. 1940. Price: \$.10.

Nature Recreation by Marguerite Ickis, 70 Morningside Drive, New York, N. Y. 1938. Price: \$1.00.

HIGHLY DESIRABLE

Group Work in Camping by Louis H. Blumenthal. Association Press, 347 Madison, New York City. 1937. Price: \$1.25.

Camp Leader's Manual by Clarice M. Bowman. Board of Education of the Methodist Church, 740 Rush St., Chicago, Ill. 1939. Price: \$.50.

Talks to Counselors by Taylor Statten and Hedley S. Dimock. Association Press, 347 Madison, New York City. 1939. Price: \$.50.

Adventures in Camping. National Federation of Settlements, Inc., New York City. 1940. Price: \$.50.

Camping Aims and Guides. The Children's Welfare Federation of New York City, Inc., 435 Ninth Ave., New York City. 1942. \$.75.

Adventures in Camping. Johanna M. Lindlöf Camp Committee for Public School Children, 10 Park Avenue, New York City. 1943. Price: \$.50.

Democracy in the Summer Camp by Bernard S. Mason. U. S. Office of Education, Education and National Defense Series, Washington, D. C. Pamphlet No. 23. 1941. Price: \$.15.

Solving Camp Behaviour Problems by J. K. Doherty. Association Press, 347 Madison, New York City. 1940. Price: \$.50.

Fifty Cases for Camp Counselors by Roland W. Ure. Association Press, 347 Madison, New York City. 1935. Price: \$.60.

Summer Camps edited by Beulah C. Van Wagenen. Child Development Institute, Columbia University, New York City. 1933. Price: \$.25.

NOTICE

A book has just come to our attention which by June 1st should be in the hands of every camp director, no matter what sort of a camp he may operate. It is HOW TO SURVIVE ON LAND AND SEA, issued by the Aviation Training Division of the Office of the Chief of Naval Operations, U. S. Navy. It may be procured from the Naval Institute at Annapolis, Maryland, for \$2.00. Without fear of contradiction I may say that nothing like this book is available in outing or camping literature. It covers every conceivable type of skill and knowledge needed in pioneer and primitive living. It is beautifully illustrated, written in plain language, and will captivate the imaginations of old and young. It should become a text-book without peer in every camp in the country.—
Barbara E. Joy.



NEEDED: More Camps for Children

By

Katharine F. Lenroot

Chief, Children's Bureau

WAR has increased manyfold the hazards to a happy wholesome life for children. Boys and girls are living in towns that were once small but that have suddenly become large. Some live in towns close to the big army camps. Others are from "trailer" families. Some live in housing developments that sprawl out at the edges of crowded manufacturing cities; others live in crowded boarding houses or apartment buildings. Some of their mothers work in war factories and have little time to supervise them. Some of their fathers have gone off to war. Some have parents who work night shifts, leaving them on their own. Many have families who have been uprooted from communities which have been home to them. All of these situations make for insecurity, tensions, and unrest in the lives of children.

Our youth today has to assume responsibilities very rapidly. Many have left home and school earlier than they would have in peacetime. Those at home have become more responsible for themselves and their younger brothers and sisters. Often the father is absent from the home and the mother may be employed outside the home. All these changes and strains on children point up the need for strong and stable influences in children's lives and the necessity for strong and effective services to children, of which camping is such a vital part.

Children Need Camps Now

And what do camps have to offer children? A good camping program gives youngsters a chance to have fun and adventure out-of-doors, to work and play with others, to share responsibilities, to enjoy the companionship of other children and of adults, to

participate in group life, to face and solve problems, to develop self-reliance, to practice democratic living, and to build sturdy bodies.

Camping can offer children and their leaders a share in group experience. A camp program that has the child as its primary focus will provide experience in planning, making decisions, and establishing group controls. The camp group, like the community group back home, depends on shared responsibility and becomes real to the camper who learns of rights and privileges in his group. Understanding and accepting individual differences parallels the right of self expression. The affairs of community life such as work, housing, health, safety, and leisure-time opportunities are also the daily problems of camp communities.

Camps—Part of the Total Community Program

A total community concern for children requires good community planning for educational opportunities, secure home life, and constructive recreational activity. Camping as a necessary part of constructive educational and recreational programs can help the community meet its obligations to children.

The whole program of camping—long term, short term, week-end, day camping—must be developed on a wider basis than has ever been undertaken if many children are to have the fun and adventure of life in camps under the friendly expert guidance of men and women who like and know children.

Camping must become an integral part of community programs for children. This will require careful planning on the part of both communities and camp personnel. Camps must plan with all agencies, in a community—schools, youth-serving and case-work agencies, civic organizations, community com-

mittees and councils—in order to relate camping experiences more definitely to the needs of children and to the year-round program of the community. This then is the challenge—and the opportunity—before camping people this summer.

In practically every village, town, and city in the United States there are facilities that could be used to give camping experiences to boys and girls. Needed most of all are eyes to see the possibilities.

Many towns and cities are located on or near lakes, streams, or rivers and with a little planning a variety of activities—hiking, campcrafts, swimming, boating, and fishing can be included as part of the summer day-camp program. All these activities are camping activities at their best and all of them may be offered to many children through a community camp program. True, few children will be able to have a full summer in a camp but many can have camping experiences on a short-term or day-time basis.

Recreational facilities of all types are among the first that will need to be drawn on for the camp program? Are there community playgrounds that might be adapted to camping experiences? Are there camping facilities that could be used for overnight, weekend, and short-term camping?

Finding facilities will not be the only problem requiring ingenuity and imagination. Camp leadership is scarce, in fact, all but non-existent. Camps, like schools, have suffered from the draining of personnel into the war and war industries. In 1943 some camp staffs were composed completely of new people. In addition, some camps found it impossible to recruit a complete staff until far into the summer. And by and large camp staffs were younger as well as less experienced, boys' camps relying more heavily on younger counselors than did girls' camps.

Every community has persons with special skills who may be drawn into the program on either a paid or a volunteer basis. People who are interested in or have skills in art, music, physical education, botany, crafts, fishing, nature lore, hiking, or camp cooking all have much to contribute. Many people in our communities have a sincere desire to make a patriotic contribution to the welfare of the children in their com-

munity. Many of these individuals will need to be carefully selected and given preservice and inservice training before becoming part of the staff of a camp.

Camps and Campers Make Wartime Adjustments

Inevitably with a change in locale for camping will also come a shift of emphasis. Camps must gear their activities into the war program. Many camps will continue to be established in which the main emphasis is work—harvesting, forest-fire spotting, gardening.

But in gearing into the war effort, camps must not upset too greatly the normal camping program and the stability, security, and creativeness that comes to children through camping experiences. They must not lose sight of the fundamentals—simple living, contact with nature, participation in group living, and dependence upon one's own resources—all of which make camping a dynamic force in the lives of children who are campers today and citizens in our democracy tomorrow.

Camps in Post-War Community Plans for Children

Camping at its best has permanent values for children. Undoubtedly the place of organized camping experiences will be even greater in the post-war world. When the war ends many adjustments will have to be made—economic, social, and personal. Industry will be reconverting, workers will be shifting back to peacetime tasks, men returning from the war will be adjusting themselves to civilian life, women will be giving up jobs and returning to the responsibilities of homemaking; families, after having been separated, will be reunited. And again camps will have a great contribution to make to a secure, happy, and well-organized life for many children. The years ahead will demand more camps for children, better community planning, increased use of public and private facilities, and professionally trained leadership.

Children can be assured benefits of camping, both now and in the future, only if camps take their place as a part of a total community plan for children. To bring this about, camping leadership will need to work with all community agencies that are interested in the growth and development of children.



The Worm Goes to Camp

By

Jack Conley

LET'S go fishing!" That's an invitation which is made hundreds of times in camps throughout this country. Usually the answer is in the affirmative for every boy and most girls like to go fishing.

If the answer is "yes," there are immediately three problems to be solved or perhaps I should say four: first, a lake, stream or some body of water in which to fish; second, a rod, line, hooks and other equipment, which is usually referred to as tackle; third, bait with which to attract the fish; and fourth, the actual catching of the fish. In every fishing expedition, the first three are always present, but too often the fourth is missing. Of course, that's what makes fishing attractive to fishermen—the uncertainty of catching the fish.

For the purpose of this article, I am going to pass over numbers one, two and four and concern myself with number three—how to secure an adequate supply of bait. To the average youthful angler, the word "bait" means the lowly fishing worm. Of course the dry fly angler and the plug expert look with a certain amount of disdain upon this lowly member of the bait family, but it is still true that the fishing worm is the most widely used of all live bait. This is es-

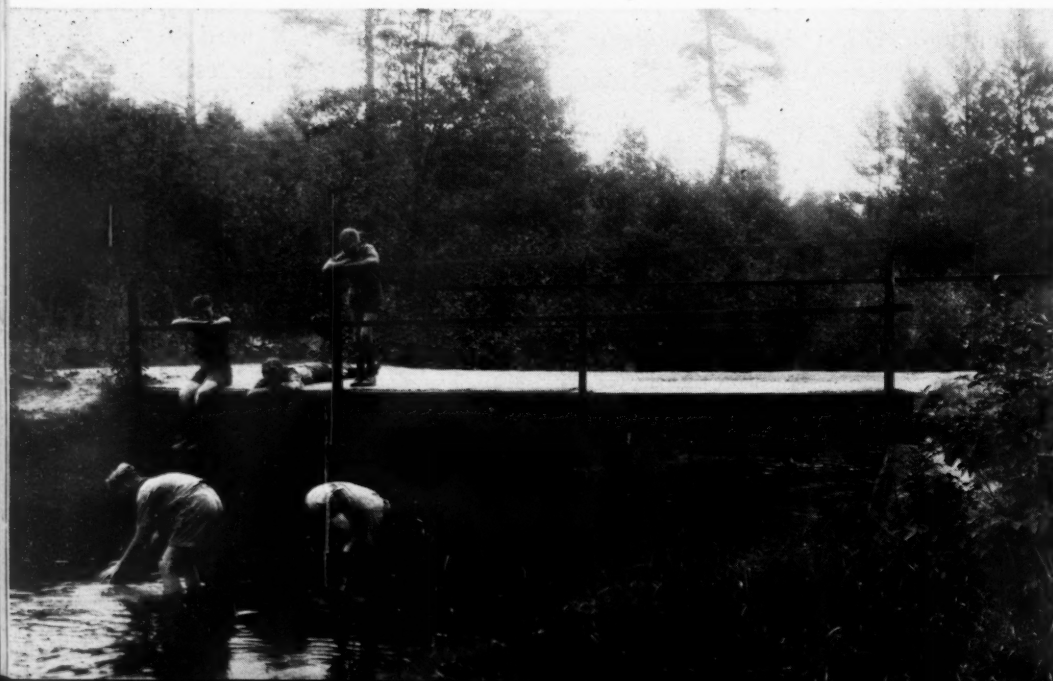
pecially true of boys. When a boy goes fishing, he wants a can of worms.

While the Earthworm, the fishing worm's high-brow name, is common to almost every part of our country, it always seems that when you want to go fishing, you can never find them. As one who has turned over acres of ground in search of worms of questionable value, I am happy to pass on to you a sure and easy way to have an adequate supply of bait when the urge to go fishing attacks you. This sure method is to *raise your own Earthworms*.

The summer camp is an ideal place for the raising of Earthworms. Not only is there a steady demand for the worms by the fishermen in the camp, but the process of raising them is interesting and will hold the attention of children as an activity in itself. In addition to being valuable as bait, the Earthworm is unsurpassed as a fertilizing agent. His burrow admits moisture and air to the soil and his eating habits, which grind up the soil and deposit it as castings, do much to enrich the ground he inhabits.

Probably the first to make a scientific study of the Earthworm and his habits was the famous scientist, Charles Darwin, who, in 1890 published a book on the Earthworm. In more recent years, the late Dr. George Sheffield Oliver of Highland Park, California, carried on experiments in the breeding and raising of Earthworms. Dr. Oliver developed a hybrid worm, which was a cross between the dark, sluggish orchard worm and the slim, active, red and yellow-ringed manure worm. This hybrid worm is about four inches in length, dark red in color, ringed with light colored bands and is a prolific breeder. This worm is ideal for fishermen because it is lively

Courtesy, Boy Scouts of America



THE CAMPING MAGAZINE

on the hook, is tougher than most worms and will stay alive in water many hours.

What is most important, Dr. Oliver found how to harvest the egg capsules easily and to ship them all over the country, which makes it possible for you and me to raise our own Earthworms. I suppose by this time you are saying, "All right, so the Earthworm is wonderful, but I thought you were going to tell me how to raise them." Well, draw up a chair and get out your note book and I'll show you how to become an Earthworm Shepherd.

If you have ever examined the common Earthworm, you have, no doubt noticed the light colored band near the forward part of the body. This band gradually works its way over the end of the worm and is known as an egg capsule. These capsules are about the size of a grain of wheat. The capsule contains from three to five eggs, held in a ring of gelatinous matter. These capsules can be purchased from responsible breeders located in a number of states. The price is approximately \$1.50 per hundred, with a discount for larger quantities.

The capsules may be started in gallon cans, such as the well known number ten can, in which the camp gets its canned fruits and vegetables, or they may be planted in vegetable lugs, which are wooden boxes, measuring approximately 17 inches long and six inches deep.

If the cans are used, punch three holes, equi-distant, and about two inches above the base. These holes are to permit the surplus water to drain off. Fill the cans to within three inches of the top, with a mixture composed of one-third soil, one-third manure and one-third leaves, leaf mold, peat moss or sawdust. The manure should be well rotted and may be horse manure, chicken droppings or cattle manure. This mixture should be well screened and thoroughly mixed. Moisten it with a sprinkling can while turning it over, but do not get it soggy.

Place from 100 to 200 egg capsules in the can and cover them thoroughly by filling the can with moist soil. In this covering soil, mix a teaspoonful of corn meal and a small amount of barley seed or oats. The corn meal is food for the growing Earthworm and the grain will sprout, providing additional food and helps keep the soil sweet.

From now on until the worms are ready to be used as bait, there are three things to keep in mind: first, the can with the worms should be kept well moistened; second, a variety of foods should be provided; third, the can should be kept at a suitable temperature.

You should have no trouble with the moisture. Just be careful not to get the mixture too wet. The temperature will largely determine how often you will have to water the can. This may be done by sprinkling on the top or setting the can in a pan of

water for several hours. Oh yes, the temperature is easily regulated as it can range anywhere from near freezing to 80 degrees.

Darwin found that the Earthworm would eat almost anything and his eating habits haven't changed any since the great scientist spied on his diet over fifty years ago. By the way, raising worms in a tin can is a good idea as the worms idea of a delicious desert is a nice rusty tin can.

Among the foods which are good for raising the Earthworms are the following: rinsing from milk bottles, coffee grounds, suet, grass cuttings, corn or cotton seed meal, vegetables, leaves, leaf mold, broken nuts or shells and many others. While the above mentioned foods are recommended, remember that Earthworms in their natural environment depend principally upon the soil in its natural state. Be sure the mixture is well supplied with manure and leaves. The worms need to be fed about once a week.

It takes from two to three weeks for the worms to hatch from the egg capsule and about three months for them to mature. By that time, you will have between five and six hundred growing and breeding worms in the can, which is about all it can accommodate.

The next step is to fill another can with the soil mixture and place it under the first can. As the Earthworm reaches maturity, it deposits its egg capsule in the top can and then starts to work downward. It will pass thru the holes in the can and fall into the one below, where the egg-laying process will be repeated. In time you may have five or six cans or even more.

If you decide to use the wooden box or lug, the method of procedure is the same. Place the capsules in the one box, first boring six quarter inch holes in the bottom to permit drainage and also to permit the worms to escape to a lower box. The bottom of the box is lined with a piece of burlap and the soil placed on top of it. After the capsules are planted and covered, food and barley are scattered on top and then another piece of burlap is laid over the lug. When the worms begin to breed, another box is placed underneath.

For the summer camp this is really only the beginning. What the camp needs to provide adequate supply of worms is a worm bank. This larger growing bed need not be anything elaborate or costly. A section of a concrete culvert, a large drain tile or a wooden or iron barrel sunk in the ground makes a fine set-up. An abandoned cistern or a hole, two or three feet in depth, lined with bricks, wood or tile would be ideal. Such a hole should have a curb extending from six inches to a couple of feet above the ground level. In places where there are heavy storms, there should be a well fitted cover extending over

(Continued on page 23)

Camp Reading for Boys and Girls

By

Margaret M. Clark

CAMP leaders have an unusual opportunity to informally direct and stimulate boys' and girls' reading on a great variety of subjects. One of the most spontaneous interests of young campers living close to the out-of-doors is in the more vigorous and adventurous phases of American life which can be introduced to them in a wide variety of books on such subjects as stories of pioneer life which portray the courage and resourcefulness of earlier Americans; biographies of scouts, Indians and naturalists; tales of strapping heroes of America's own legendary lore; books of hunting, trapping, and camping, and stories of American animal life.

Boys and girls of the allied nations is another subject which offers challenging and dramatic reading. Many of the current stories of European nations and China have war-time backgrounds while those of South America and Mexico offer a friendly introduction to the personalities and lives of our American neighbors.

The following lists which include these subjects as well as suggestions for the story teller, folk and fairy tales, humorous stories, old favorites to be re-read, and science books for the young naturalist and observer, may offer topics of interest to camp leaders planning their summer reading programs for boys and girls.

Explanatory Note

(For each title listed, numbers in parentheses indicate the ages for which the book has the greatest appeal. The symbol B. or G. in addition shows that the book is chiefly for boys' reading or for girls'.)

Pioneer and Frontier Stories

- ALLEN, MERRITT—Green cockade. Longmans 1942. \$2.00. 199 p. B 12-14. A swift-moving tale of pioneers, land feuds and warring factions in the New Hampshire of Revolutionary days.
- ALTSHELER, JOSEPH—Young trailers. Appleton 1907. \$1.75. 331 p. B 11-14. For a quarter of a century this story of Henry Ware, Kentucky Indian fighter and woodsman has been a favorite among boys.
- BRINK, CAROL—Caddie Woodlawn. Macmillan 1935. \$2.00. 270 p. G 10-12. Tomboy Caddie and her two brothers share the work and fun of Wisconsin frontier life.
- CARR, MARY—Children of the covered wagon. Crowell 1934. \$2.00. 318 p. G 9-11. Hazards and adventures of a pioneer family's journey to Oregon.
- COATSWORTH, ELIZABETH—Dancing Tom. Macmillan 1938. \$1.00. 49 p. 8-9. A dancing pig proves himself a hero on a Mississippi flatboat journey.
- CRAWFORD, PHYLLIS—"Hello, the boat." Holt 1938. \$2.00. 227 p. G 10-12. The whole family work for the success of their river-boat store which brings supplies to settlers along the Ohio.

- EDMONDS, WALTER—Matchlock gun. Dodd 1941. \$2.00. 50 p. 9-12. Ten-year-old Edward fires the family's heirloom gun during an Indian raid to protect his mother and sister.
- FIELD, RACHEL—Calico bush. Macmillan 1931. \$2.50. 213 p. G 12-14. A "bound girl" shares the adventures of a pioneering family in colonial Maine.
- HAWTHORNE, HILDEGARD—No road too long. Longmans 1940. \$2.00. 261 p. B 12-14. 17-year-old Jonathan joins Fremont's expedition to California.
- MEADER, STEPHEN—Boy with a pack. Harcourt 1939. \$2.00. 297 p. B 12-14. Bill Crawford follows the pioneer trail afoot selling notions to settlers.
- MEANS, FLORENCE—Candle in the mist. Houghton 1931. \$2.00. 252 p. G 12-14. A mystery tale of the Minnesota prairie.
- ORTON, HELEN—Treasure in the little trunk. Stokes 1932. \$1.75. 198 p. G 9-10. Patty parts with her dearest treasure to provide a rest for her sick mother during the westward journey.
- RICHARDSON, MYRA—Sheep wagon family. McBride 1941. \$2.00. G 10-13. An unwelcome family of sheep ranchers wins its right to remain in the Wyoming territory in spite of the cattle range feuds.
- SKINNER, CONSTANCE—Becky Landers, frontier warrior. Macmillan 1926. \$2.00. 234 p. G 11-14. Becky proves herself a brave family provider and protector on the Indian-threatened Kentucky frontier.
- WILDER, LAURA—Little house in the big woods. Harper 1932. \$2.00. 176 p. G 8-10. Life in their Wisconsin woods cabin is full of excitement for small Laura and Mary. Seven other stories in this series advance in age-of-reading interest up to 14 years.
- Biographies of Naturalists, Indians and Scouts, Etc.**
- DAUGHERTY, JAMES—Daniel Boone. Viking 1939. \$2.50. 94p. B 11-14. Story of the scout who blazed a trail through the Kentucky wilderness.
- EATON, JEANETTE—Narcissa Whitman. Harcourt 1941. \$2.50. 318 p. G 13-14. A true heroine and martyr of early western pioneering.
- GARST, DORIS—Kit Carson. Messner 1942. \$2.50. 241 p. B 11-14. About Kit, the "runt" in his family who became one of the West's great trailblazers.
- LENSKI, LOIS—Indian captive; the story of Mary Jemison. Stokes 1941. \$2.00. 269 p. G 11-14. A captured pioneer child who chose to remain with the Indians.
- LOCKWOOD, MYNA—Indian chief. Oxford 1943. \$2.00. 320 p. B 11-14. Keokuk of the Sauk tribe, formidable fighter in his youth, and peacemaker in his later years.
- MASON, MIRIAM—Young Audubon. Bobbs Merrill 1943. \$1.50. 8-10. 198 p. Large print, childlike details introduce a famous naturalist to younger children.
- ROURKE, CONSTANCE—Davy Crockett. Harcourt 1934. \$2.50. 276 p. B 12-14. Backwoodsman, Indian fighter and frontier statesman.
- STEVENSON, AUGUSTA—Abe Lincoln, frontier boy. Bobbs 1932. 186 p. \$1.25. 8-10. Incidents of Lincoln's youth simply told for younger readers.
- SUTTON, MARGARET—Jemima, daughter of Daniel Boone. Scribner 1942. 251 p. \$2.00. G 12-14. A vivid fictionalized biography of Boone's own daughter.
- WILSON, WILLIAM—Big knife. Farrar 1940. \$2.00. 280 p. B 11-14. Emphasis is placed on George Rogers Clark's heroic fighting at Vincennes and Kaskaskia.
- YOUNG, STANLEY—Young Hickory. Farrar 1940. \$2.00. 271 p. B 11-14. Andrew Jackson's adventurous youth.

Legendary Lore of the United States

- BOWMAN, JAMES—Pecos Bill, the greatest cowboy of all time. A. Whitman 1937. \$2.50. 296 p. 11-14.

PECK, LEIGH—Pecos Bill and Lightning. Houghton 1940. \$1.75. 68 p. 8-12. Bill fell from a covered wagon and was rescued by a coyote and lived to perform incredible feats. The Bowman version is for older children, and the Peck is a colorfully-illustrated introduction for younger readers.

SHEPARD, ESTHER—Paul Bunyan. Harcourt 1941. \$2.50 233 p. 12-14.

TURNER, IDA—Paul Bunyan, the Work Giant. Binford 1941. \$1.50. Unpaged. 8-11. Exciting tales of the great lumber giant told for older and younger boys and girls.

MALCOLMSON, ANNE—Yankee Doodle's cousins. Houghton 1941. \$2.50. 267 p. 9-13.

MILLER, OLIVE—Heroes, outlaws, and funny fellows of American popular tales. Doubleday 1939. \$2.50. 332 p. 12-14. Short story collections on American heroes, both real and legendary. Both books have action and humor and can be used with different age groups.

HARRIS, JOEL—Uncle Remus, his songs and sayings. Appleton Century. \$2.00. 265 p. 10-14. Legends of Brer Rabbit useful for telling and reading aloud.

SHAPIRO, IRWIN—How Old Stormalong captured Mocha Dick. Messner 1942. \$1.50. 48 p. 10-13. Tall tale of the giant sailor who set out to capture a whale.

Hunting, Trapping, and Camping Stories

CHUTE, B. J.—Camp hero. Macmillan 1942. \$2.00. 250 p. B 11-14. A shrewd camp leader helps his boys to learn the value of teamwork.

HAIG-BROWN, RODERICK—Starbuck Valley winter. Morrow 1943. \$2.00. 310 p. B 12-14. Sixteen-year-old Don proves to his family that he can be a successful trapper.

HUZARKI, RICHARD—Brushland Bill. Crowell 1943. \$2.00. 264 p. B 12-14. Bill pays off his inherited debts by trapping before joining the Army.

MEADER, STEPHEN—Trap-lines North. Dodd 1936. \$2.00 268 p. B 11-14. True adventure of two boys who spent a winter in northern Canada fur trapping.

MILLER, WARREN—The lone woodsman. Winston 1943. \$2.00. 230 p. B 12-14. After losing all his equipment but a knife, Dan Pickett makes his way safely through the wilds of Ontario.

MONTGOMERY, RUTHERFORD—Trapper's Trail. Holt 1943. \$2.00. 226 p. B 12-14. Jed Brent successfully combines beaver trapping, western pioneering, and a search for a missing brother.

PINKERTON, KATHRENE—Fox Island. Harcourt 1942. \$2.00. 195 p. G 12-14. Ann and Philip tame wild mink and silver fox on their family's Canadian fur farm.

TALBOTT, ADDISON—Pack Jack Trail. Macrae-Smith 1942. \$2.00. 284 p. B 12-14. Two boys learn to "rough it" with an old prospector who takes them on a camping trip to Colorado.

WATKIN, LAWRENCE—Marty Markham. Holt 1942. \$1.50. 166 p. B 10-12. It takes camp life to teach wealthy, spoiled young Marty the meanings of sportsmanship.

Other Stories of the Out-of-Doors

BELL, MARGARET—Pirates of the icy strait. Morrow 1943. \$2.00. 224 p. B 11-14. A thrilling story of big scale salmon fishing, and of the hunt for thieves who were robbing the traps.

BROCK, EMMA L.—Then came adventure. Knopf. 1941. \$2.00. 183 p. G 10-12. A group of lost children find their way out of the Minnesota woods where they had gone to gather ferns.

COATSWORTH, ELIZABETH—Houseboat summer. Macmillan 1942. \$1.75. 191 p. G 9-11. An uncongenial young brother and sister find companionship as well as happiness during their Maine vacation.

COMFORT, MILDRED—Winter on the Johnny Smoker. Morrow 1943. \$2.00. 218 p. G 11-14. There is a touch of mystery in this story of a family wintering aboard their boat on a frozen river.

DAVIS, ROBERT—Hudson Bay Express. Holiday 1942. \$2.00. 262 p. B 11-14. Mystery, dogs and mounted police are high spots in this tale of two boys and their trained sled-dogs.

HOLLING, HOLLING—Paddle-to-the-Sea. Houghton 1941. \$2.00. 63 p. 9-12. Drifting with the currents, a tiny canoe has an adventurous four-year journey through inland waters to the Atlantic. The colorful illustrations convey a real appreciation of industrial America.

HOLLING, HOLLING—Tree in the trail. Houghton 1942. \$2.50. Un-

paged. 9-12. The saga of the western plains from 1610 to the days of the Santa Fe Trail told through the life story of a cottonwood tree. Outstanding illustrations.

LANG, DON—On the dark of the moon. Oxford 1943. \$2.00. 235 p. B 9-12. A little Negro boy's love for his raccoons leads him through perilous adventures in their behalf.

MARSHALL, DEAN—Long white month. Dutton 1942. \$2.00. 219 p. G 9-11. Apartment-bred Priscilla finds real fun in a first-hand study of bird lore when she is transplanted to a country cabin in midwinter.

MEADER, STEPHEN—Shadow in the pines. Harcourt 1942. \$2.00. 281 p. B 12-14. Ted Winslow's familiarity with his native woods helps him trap a spy ring.

TOUSEY, SANFORD—Cowboy Tommy. Doubleday 1932. \$1.50. 56 p. 8-9. Colorful picture story of a boy on a Texas ranch.

WRIGHT, ANNA—Summer at Buckhorn. Viking 1943. \$2.00. 243 p. G 11-13. The glorious farm vacation of five children on a Virginia plantation.

Animals in Fact and Fiction

ATKINSON, AGNES—Skinny, the gray fox. Viking 1936. \$1.50. 111 p. 9-12. Hunger and a forest fire drive Skinny to accept human aid.

BAKER, OLAF—Shasta of the wolves. Dodd 1919. \$2.50. 276 p. 11-14. The story of an Indian boy abandoned as an infant and adopted by a wolf.

BALCH, GLENN—Indian paint. Crowell 1942. \$2.00. 244 p. 10-14. Little Falcon faces many obstacles before he succeeds in taming his beloved wild colt.

BAYNES, ERNEST—Jimmie. Macmillan. 1923. \$2.00. 145 p. 10-14. The true and humorous tale of a bear who became a family pet.

BRONSON, WILFRID—Chisel-tooth tribe. Harcourt 1939. \$2.00. 200 p. 10-12. Facts and humor combine in these accounts of familiar animals at work and at play; squirrels, woodchucks, beavers, rabbits, etc.

GALL, ALICE and CREW, FLEMING—Flat Tail (Beaver). Oxford 1935. \$1.50. 126 p. 8-10. Three other books in this series also describe in story form the life of a young animal: Ringtail (Raccoon), Wagtail (Tadpole), Bushy Tail (Chipmunk).

JAMES, WILL—Smoky, the cowhorse. Scribner 1926. \$2.00. 263 p. 11-14. Tale of a ranch pony told in cowboy vernacular.

LIPPINCOTT, JOSEPH—Chisel-tooth the beaver. Lippincott 1936. \$2.00. 140 p. Building a dam, finding a mate, being injured in a trap and held as captive are a few of the incidents in this well-told life of a beaver.

LONDON, JACK—Call of the Wild. McKay. \$1.00. 211 p. 12-14. A dog of the Klondike becomes the leader of a wolf pack.

MONTGOMERY, RUTHERFORD—Carcajou. Caxton 1936. \$2.00. 263 p. 12-14. Story of a wolverine, enemy of both hunters and wild animals.

O'BRIEN, JOHN—Silver Chief, dog of the North. Winston 1933. \$2.00. 218 p. 10-14. Silver Chief, the wolf-dog, helps his Mounted Police master bring in a prisoner after a long and difficult search.

ROBERTS, SIR CHARLES—Kindred of the Wild. Page 1902. 374 p. \$3.00. 12-14. Thirteen stories of animals of the Canadian woods.

ROUNDS, GLEN—Blind Colt. Holiday 1941. \$2.00. 80 p. 10-12. Young Whitey's adventures in training a blind colt of the South Dakota Badlands.

SETON, ERNEST—Wild animals I have known. Scribner 1898. \$2.50. 357 p. 11-14. Eight short stories written by a famous naturalist.

TOMPKINS, JANE—Snowshoe twins. Stokes 1941. \$1.50. 118 p. 9-11. The adventures of two young rabbits of the northern woods as they learn to fend for themselves. Two similar books by the author are Raccoon Twins and Beaver Twins.

Boys and Girls of the Allied Nations

ALGER, LECLAIRE—The golden summer. Harper 1942. \$2.00. 205 p. 10-11 Czechoslovakia. Despite war humors, orphaned Andrusik enjoys a happy village summer just before the fall of Czechoslovakia.

BLACKSTOCK, JOSEPHINE—Wings for Nikias. Putnam 1942. \$2.00. 181 p. 10-12. Greece. Timid young Nikias proves his courage when the invaders enter Greece.

BURGLOM, NORA—Shark hole. Holiday 1943. \$2.25. 245 p. G 11-13. Hawaii. A story of modern Hawaii in which the children solve

the mystery of their island's disappearing cattle.

CROCKETT, LUCY H.—That Mario. Holt 1940. \$1.50. 181 p. 10-12. Philippines. A lazy Filipino boy learns upon leaving home that he cannot eat if he will not work.

DEJONG, DOLA—Level land. Scribner 1943. \$1.75. 164 p. 10-13. Holland. The story of a family in Holland before and after the invasion.

DESMOND, ALICE—Jorge's journey. Macmillan 1942. \$1.75. 158 p. 10-13. S. America. Orphaned Jorge's adventures when he ran away from the coffee plantation offer not only an interesting story but a rich background of the Brazilian coffee industry.

FELSEN, GREGOR—Struggle is our brother. Dutton 1943. 220 p. \$2.00. Russia. Young Mikhail joins the Russian Guerillas after his village is invaded.

FLEXNER, HORTENSE—The wishing window. Stokes 1942. \$1.50. 63 p. 8-9. France. The bakery oven becomes a refuge for two small French children and the cat Mimi, caught in the invasion of their village.

GAIDAR, ARKADY—Timur and his gang. Scribner 1943. \$1.75. 125 p. 10-13. Russia. An inspiring tale of Soviet children who organize to give help to families having soldiers at the front.

GOETZ, DELIA—Panchita, a little girl of Guatemala. Harcourt 1941.

\$2.00. 180 p. G 9-10. Impatient little Panchita learns the pottery making art of her people so that she can earn money to buy a doll.

LATTIMORE, ELEANOR—The questions of Lifu. Harcourt 1942. \$2.00. 8-10. 104 p. China. A six-year-old Chinese boy journeys forth to find his soldier father. Instead he rescues a little evacuee girl and brings her home.

LEWIS, ELIZABETH—When the typhoon blows. Winston 1942. \$2.00. 273 p. 12-14. China. The Sino-Japanese war seen through eyes of a poor young Chinese fisher boy.

MCSWIGAN, MARIE—Snow Treasure. Dutton 1942. \$2.00. 178 p. 10-13. Norway. Norwegian children help save their country's gold from enemy invaders.

TREADGOLD, MARY—Left till called for. Doubleday 1941. \$2.00. 304 p. G 11-14. England. The seizure of the Clerinel island in the British Channel by the enemy and the efforts of two English children to restore it to their own people.

TARSHIS, ELIZABETH—Village that learned to read. Houghton 1941. \$2.00. 158 p. 9-11. Mexico. Mexican Pedro wanted to be a bullfighter and had no desire to study in the fine new village school, but his classmates finally made him cooperate.

List to Be Continued in the May Issue

O.D.T. No. 10 = Camp Transportation

This order which pertains to chartered bus transportation is the same as last year. Application forms can be secured from the Regional Recreation Representative of the Community War Services, Federal Security Agency (see list below).

There may be *very limited use* of chartered or special buses in connection with day camps as they apply to day care for children. The following criteria will be used by Regional Recreation Representatives in making recommendations to Regional Offices of ODT for special consideration for day camps:

1. That the children for whom transportation is requested be under 12 years of age.
2. That the transportation of at least 2/3 of such children to and from the day care center or day camp result in either of the child's parents maintaining employment in essential industry.
3. That the Regional Recreational Representative recommend that other supervised recreation programs for this age group are inadequate or wholly lacking in the local community.
4. That the program be sponsored by a recognized responsible welfare agency and conducted under standard requirements of adequate supervision and program which contribute to the well-being and general health of participants and that the scheduled program cover a majority of time when the parents are engaged in war production.

The forms for the day camps are the same as for the chartered bus transportation for regular camps and should be secured from the Regional Recreation Representative. These forms will be processed through Regional Offices, Community War Services, Federal Security Agency to the Regional Offices of the Office of Defense Transportation which has final authority in granting or denying approval.

Region I. (Conn., Me., Mass., N. Hamp., R. I., Vt.)—Mr. James Steven, c/o Social Security Board, 120 Boylston St., Boston, Mass.

Region II—III. (N. Y., Del., N. J., Pa.)—Mr. Julius Rosner, c/o Social Security Board, 11 W. 42nd St., New York, 18, N. Y.

Region IV. (District of Columbia, Md., N. Car., Va., W. Va.)—Mr. John I. Neasmith, c/o Social Security Board, Lennox Bldg., 1523 L St., Washington, D. C.

Region V. (Ky., Mich., Ohio)—Mr. Downing E. Proctor, c/o Social Security Board, Euclid Ave., and E. 9th St., Cleveland, Ohio.

Region VI. (Ill., Ind., Wis.)—Mr. William G. Robinson, c/o Social Security Board, Bankers Bldg., 105 W. Adams St., Chicago, 3, Illinois.

Region VII. (Ala., Fla., Ga., Miss., S. Car., Tenn.)—Mr. George Syne, Jr., c/o Social Security Board, 441 W. Peachtree, Atlanta 3, Georgia.

Region VIII. (Iowa, Minn., Nebr., N. Dak., S. Dak.)—Mr. Gilbert Collins, c/o Social Security Board, Fourth St. and Second Ave., Minneapolis, 1, Minnesota.

Region IX. (Ark., Kans., Mo., Okla.)—Mr. Elmer Cole, c/o Social Security Board, 1006 Grand Ave., Kansas City 6, Missouri.

Region X. (La., N. Mex., Tex.)—Mr. Harry Emigh, c/o Social Security Board, N. Presa and E. Houston, San Antonio, 5, Texas.

Region XI. (Colo., Idaho, Mont., Utah, Wyo.)—Mr. Howard C. Deresford, c/o Social Security Board, 311 Equitable Bldg., 730 17th St., Denver, 2, Colorado.

Region XII. (Calif., Nev., Ore., Wash., Ariz.)—Mr. Harry H. Stoops, c/o Social Security Board, 785 Market St., San Francisco, 3, California.

Counselor Training Courses Offered

Adult Education and Harris Tachers' College, St. Louis Board of Education

February 14 to June 5, evening weekly meetings. Includes a weekend of in-camp training May 5 to 7.

Boys' Club of Wilmington, Inc., Wilmington, Delaware

June 23-27. Leadership Institute, sponsored by the Kiwanis Club. Held at Camp Mattahoon, Marshallton, Delaware. Planned to help train young counselors of high school age. Broad program of both outdoor and indoor activities including discussions and demonstrations of activities.

Butler University, Indianapolis, Indiana

May 1-June 14. Three meetings a week. Three hours credit. Includes the general background and history of camping, camp problems and program, practical experience in crafts and nature study.

Florida State Teachers College, Tallahassee, Florida

A two semester course in camp counseling, giving 2 hours of college credit. The first semester is devoted to the history, philosophy, principles, and background of camping, and the second includes practical experiences in camping activities.

Lindenwood College, St. Charles, Missouri

A course in counselor training offered for the second year to Junior College students.

Mills College, Oakland, California

Department of Health, Physical Education and Recreation. A lecture course combined with week-end camping trips.

Minneapolis Y.M.C.A., Minneapolis, Minnesota

April 21-28 at Camp Ihluhapi at Loretto, Minnesota.

"Recreation Leaders Laboratory" planned for leaders in club and camp groups of Scouts, Camp Fire, Y.M. and Y.W., Neighborhood House, 4-H Club, Co-op., and School.

Missouri Valley Section, Kansas City, Missouri

March 29-May 17, weekly meetings. The course has the cooperation of the Council of Social Agencies and the Public Schools. Dr. H. R. Meyering of the Junior-Teachers College is the coordinator.

Pacific Camping Association, Southern Section

A leadership training course will be offered for the fifth year by the Southern Section of the PCA. Details are to be worked out but the time will be in April.

Pennsylvania Section, Philadelphia, Pa.

April 20. The seventh annual Counselor Training Course offered by the Pennsylvania Section. To be held at the Y.M.C.A., 1421 Arch St. Details to be announced later.

St. Olaf College, Northfield, Minnesota

A one hour course included in the Physical Education curriculum. Designed to train leaders in the field of camp counselorship and other recreational leadership. Includes both theory and practice in camp and recreational organization and administration.

Teachers College, Columbia, University, New York, N.Y.

April 15-May 20, Saturdays. Open to inexperienced and experienced counselors as well as camp directors. The course consists of lectures and two hour workshops devoted to arts and crafts, music, dramatics, land sports, and aquatics. No credit.

University of Denver, Denver, Colorado

March 27-June 8. Spring quarter, "Camping: Program and Personnel." Will include what camping means to the individual, program planning, personnel and administrative matters. The various camps in the area are cooperating, especially on recruiting and on planning course content. Two quarter hour credits. Open to undergraduates who have finished their first two years and agency personnel and volunteers. People who have not completed two years of college but have some experience will be eligible to take the course without credit.

University of Iowa, Iowa City, Iowa

April 21 the second credit course of this academic year will start under the direction of Associate Professor Marjorie Camp. 2 or 3 hours of credit with laboratory arranged. Students are given actual experience on overnights and in the local day camp early in June.

University of Michigan, Ann Arbor, Michigan

Eight week summer session beginning July 2. National Music Camp at Interlochen, Michigan. Sponsored by the School of Education. For undergraduate women. Staffed by the Department of Physical Education.

University of Minnesota, Minneapolis, Minnesota

A course in counselor training given in the Department of Physical Education for Women directed by Assistant Professor Helen Starr.

University of Nebraska, Lincoln, Nebraska

May 21-28 at Camp Brewster, Omaha, Nebraska. Open only to majors of the Physical Education Department and graduates of the department. Sponsored by the Physical Education Club.

University of Wisconsin, Madison, Wisconsin

A course in camp counseling which has been offered for many years in the Department of Physical Education for Women.

Wayne University, Detroit, Michigan

June 20-August 19. In a summer camp setting. "Training and Field Work with Children." Open to case workers, group workers, psychiatrists, teachers, school counselors, institutional workers. Director, F. Redl, Wayne University.

Whittier College, Whittier, California

Second semester course in "Camping and Camp Management." Covers administration, program, skills.

Williams Woods College, Fulton, Missouri

A course in counselor training offered for the second year.

GIRL SCOUT NATIONAL CAMP TRAINING COURSES FOR 1944

Massachusetts—East Northfield, Northfield Inn. Day Camp Director's Course, March 3-8. Established Camp Director's 3-day Institute, March 14-16. Established Camp Director's Course, March 18-24.

New York—Camp Edith Macy, Pleasantville, N.Y. Established Camp Director's Course, June 6-19. Day Camp Director's Course, June 22-July 1. Camp Counselor's Course, June 22-July 1. Information at 155 E. 44th St., N.Y., N.Y.

Virginia—location not yet designated. Camp Counselor's Course for negro camp counselors, June 7-21. Information at National Branch Office Girl Scouts, 1750 New York Ave, N.W., Washington, D.C.

(Continued on page 21)

Forest and Wildlife Conservation

(Continued from page 4)

the edges of the meadows and other openings. Another good place to find birds and small mammals is in and adjacent to the stream-side trees and undergrowth, especially where there is a wooded or shrubby strip along a stream which flows through a meadow or field.

The maintenance of a good plant cover along lake and stream shores would appear to have more than usual importance on camp properties. Not only are the stream-sides and lake shores the home of much of the wildlife, they are also the ideal places for hiking and picnicking. Therefore, if these borders are subjected to poor management, or injured by fire or other destructive forces, they lose their charm. Eroded shores and banks, with a scraggly unnatural growth of trees can be decidedly unattractive as compared with a normal plant cover of trees, shrubs and herbs.

The border of vegetation has much to do with the character of the animal life which inhabits the stream's waters. Unless the area the stream originates in and flows through is in a stable condition, there will be abnormal runoff and alternate sections of the stream subject to erosion or deposition. The stream channel normally changes little from year to year where the watershed has an adequate forest cover, well sodded meadows and pastures and is subject to soil-conserving agricultural practices. For these reasons, the condition of the stream is often a reflection of the forest and other cover on its watershed.

However, even though the upstream areas may be in good condition and the water arriving clear and cool, this in itself would not insure a desirable population of fish and other aquatic life in the downstream waters unless they too were subject to good management. A stream which would normally be shaded or partly shaded might be suited to trout and associated cool water organisms. A removal of the arch of vegetation would expose the water to the direct summer sunlight and might result in temperatures too high for trout. Moreover, much of the insect food of fish which drops from the vegetation directly into the water would be taken away. A natural, tree-lined stream also provides overhanging banks which are hiding places for fish and homes for stream-side animals such as mink and various rodents.

But to return to the question of how the forests and woodlands on the camp properties might be managed. If the assumption that the recreational, and wildlife consideration are dominant factors, then somewhat different practices would be followed from those which would apply where the production of forest products was the principal goal. In the latter case, the forest would be managed to increase the

yield of logs, pulpwood and other materials through periodic cuttings and thinnings. The aim would be to remove the harvestable material, and at the same time encourage maximum growth of the more valuable species. This might mean the discouragement of less important varieties through heavy original cuttings and subsequent thinning and other practices designed to favor selected species.

On the camp properties, however, it may be desirable to manage the forest growth so that a greater variety of species is maintained. This has merit because it increases the charm of a forest area. The boys and girls can be shown the different species, some of which may be of low value on the market, but distinctly attractive because of their flowers, foliage or fruit. This variety plays a significant role in providing food and cover for wildlife. A mixture of conifers and deciduous trees has the advantage of winter shelter in and under the conifers for grouse and rabbits when much of the forest stands leafless. The poplar and birch buds are eaten by the grouse. The squirrels share the acorns and hickory nuts with the deer, turkeys and other wildlife. The raccoons and squirrels seek out the hollow trees for dens, and the woodpeckers and other birds nest in the snags. Rabbits hide in the brush piles and the grouse uses a log for a drumming ground. The small rodents dwell in and under old logs. Deer nip the tender browse and seek clover in the fields. Grouse, robins and other birds relish the fruits of the choke cherries, grapes, greenbriers. And in the clearings, sparrows and quail vie with other wildlife for plant seeds. In the forest and in the fields skunks, young grouse search for insects. Thus, it is evident that there will be more wildlife where the camp lands can provide a few extra wildlife requirements, such as hollow trees, snags, and some logs. Where this is added to the lands already possessing a variety of plant life and forest-field and other borders, the camp is almost certain to boast an extremely varied and interesting group of wildlife species.

Each camp property will present its own peculiar problems in the management of the lands. Undoubtedly present practices at many of the camps are satisfactory and should be continued. Where owners contemplate changes and desire advice and assistance they should call on the proper local officials. These would be the federal or state forest rangers or officers for forest management and fire problems. If some steps are planned to benefit wildlife, the state or federal fish and game or wildlife authorities could be consulted. Where the program seeks to combine forest and cover changes for the benefit of wildlife and the forest, best results would be obtained if the program could be considered on the ground with a person or persons experienced in both fields.

WHEN ONLY BANANAS WILL SATISFY...

Banana Flakes insure the true banana flavor and rich nutritive values of the mature fruit



Not a synthetic, artificially flavored or fortified product, Banana Flakes are actually the world's finest tree-ripened bananas in dehydrated form. Scientifically processed and packed in the heart of the Brazilian banana country, Banana Flakes are unexcelled for use in ice creams, custards, pies, cake fillings and frostings... in fact, wherever the true banana flavor is desired. Tasty when added to milk as a beverage or generously sprinkled on cereals and salads.

Here is practical economy with a wartime and post-war implication. Every pound of readily digested Banana Flakes is the equivalent of 80 sun-ripened bananas... at a cost surprisingly nominal. Of importance to hospitals, institutions and camps—when containers are kept firmly closed the product will store indefinitely without refrigeration.

ORDER TODAY and request data on other time and money-saving Sunfilled quality products.

CITRUS CONCENTRATES, INC.
Dunedin, Florida

More Purposeful Aquatic Programs

(Continued from page 8)

FUNCTIONAL OR COMBAT SWIMMING

Those who know about it, and they are many, have had their interest intrigued by the swimming program developed by the Water Safety Service of the Red Cross for use by the Armed Forces. This is known as Functional or Combat Swimming. It was designed to equip a fighting man with aquatic skill by means of which he could overcome certain water hazards peculiar to war. Men in the Army are taught not only the usual skills necessary for survival, but some special ones such as, swimming fully-clothed, swimming with fighting equipment, swimming through burning oil and gasoline, swimming silently, shirt-tail life-saving, and so on. There has been a tendency in some places to borrow some of its features, and use them to enhance and enliven camp aquatic programs. This is a mistake. Functional swimming was devised for adult men and women; it is strenuous and exacting, and even picked men of our combat forces have to be thoroughly trained and grounded in fundamental skills, before they can undertake it.

The major task of young campers as far as aquatics are concerned, is to learn to swim well under ordinary conditions. Two elements of Functional Swimming,

however, can be introduced into camper swimming with profit. These are, learning how to swim in clothing, and shirt-tail life-saving. The latter is merely a system of improvising floats out of the clothing, and from some articles of camping equipment.

Use of the Functional Swimming and Water Safety Training course has been extended to young civilians as a part of pre-induction training. If there is in camp a group of older campers and younger counselors who are coming up to military service age, they can be given the Functional course by an accredited Red Cross Water Safety instructor. They must, however, be 16 years of age, or older.

CONCLUSION

The problem of developing the aquatic skill of campers is not one of immediacy, that is, it does not have to be accomplished in a single camping season, or even two. Like growth, the acquirement of skill is more or less constant, and cumulative. It should be the major objective of the camp aquatic program to make of every camper the best possible swimmer consistent with his or her aptitude and interest. It is at the waterfront where the child lays the foundation for a life-time of aquatic activity, come war or peace.

Recently a letter was received at Red Cross Head-

(Continued on page 20)

SUNFILLED

going places

PURE CONCENTRATED ORANGE AND GRAPEFRUIT JUICES are on their way to the many hospitals and institutions of the Nation who recognize in these superior quality products a means of satisfying the demand for healthful citrus fruit juices at a surprisingly low cost per serving.

Here is quality plus economy. Products unexcelled during this critical period of fresh fruit and personnel shortages. Time-consuming inspection, slicing and squeezing of fresh fruit is eliminated. Budget-consuming losses incident to shrinkage, crushing and decay are avoided.

To approximate the full flavor, body, vitamin C content and other nutritive values of delicious fresh juices of tree-ripened Florida fruit, you merely add water as directed and serve. These Sunfilled products are totally free from adulterants, preservatives or fortifiers.

ORDER TODAY and request data on other time and money-saving Sunfilled quality products.

CITRUS CONCENTRATES, INC.

Dunedin, Florida



Parent interest emphasizes crafts for correlation of handicraft with training of the mind. Camps must offer enlarged and more effective craft programs, with better and more complete equipment than ever before. Needed materials are available, but in quantities insufficient to fill all requirements. Prepare NOW for your camp's craft work. Write to us for complete information and catalogs covering all phases of crafts, supplies, equipment and instruction books, with many suggestions helpful in planning and executing craft programs at camp.

Be Prepared—Check Your Inventory — Order Only What You Actually Need But DO IT NOW



Leathercraft: Braiding and Knotting with gimp or gimp cord, and fifteen other crafts

Fellowcrafters INC.

64 STANHOPE ST
BOSTON, MASS.

quarters from a young naval officer just returned from the South Seas. The aircraft carrier he was on was torpedoed. Immediately as the ship began to sink, a whole series of problems developed in sequence. He was on the bridge, 66 feet above the water. To abandon ship, he had to make his way to a lower deck and go down a line into the water. Once in the water, which was covered inches deep in bunker oil, he found that the ship was drifting broadside so rapidly that it threatened to overwhelm and ride him under. Working diagonally aft, however he was just able to clear the stern, and then watched his great ship drift away. Since he had to concentrate wholly upon staying afloat until rescued, and because they were saturated with oil, he had to get rid of his clothing as he swam and floated about. This he did effectively, and after another 45 minutes of waiting he was picked up by an accompanying destroyer. He survived, thanks to his aquatic training as a boy, part of which he got as a camper.

The boy campers of the summer of 1944, God willing, will not be the fighting man of 1948 or 49, but despite our hopes, there is no assurance that he *will not* be. Come peace or a continuation of the War, nothing will be lost and much will be gained by giving him at camp this summer the thorough fundamental aquatic training he may need later on.

Counselor Training Courses

(Continued from page 3)

West Virginia—Wheeling, Ogleby Park. Camp Director's Course, May 29-June 5. Day Camp Director's Course, May 29-June 5. Day Camp Counselor's 4-day activities, May 29-June 2.

West Virginia—Charleston, Camp Ann Bailey. Day Camp Counselor's Course, early June. Day Camp Counselor's 4-day course on program activities, early June.

Ohio—Toledo, Camp Libbey. Day Camp Counselor's Course, early June. Day Camp Counselor's 4-day course on program activities, early June.

Ohio—Akron, Camp Ledgwood. Day Camp Counselor's Course, early June. Day Camp Counselor's 4-day course on program activities. Information for West Virginia and Ohio courses at National Branch Office, Girls Scouts, 7829 Euclid Avenue, Cleveland, Ohio.

South Carolina—Rock Hill. Day Camp Directors Course—June 7-14. Day Camp Counselor's Course for negro camp counselors, May 20-June 3.

Florida—Jacksonville. Day Camp Directors Course, May 29-June 3. Information for South Carolina and Florida courses at National Branch Office Girl Scouts, 1201 Mortgage Guarantee Bldg., 141 Carnegie Way, N.W., Atlanta, 3, Georgia.

Arkansas—Little Rock, Camp Puachita. Camp Counselors Course, June 1-15. Day Camp Counselors Course, June 1-15. Information at National Branch Office Girl Scouts, 424 Goodwyn Institute Bldg., Memphis, Tenn.

Wisconsin—Elkhorn, Camp Juniper Knoll. Camp Directors Course, June 12-23. Day Camp Directors Course, June 12-23. Camp Counselors Course, June 12-23. Day Camp Counselors Course, June 12-23. Information at National Branch Office Girl Scouts, 540 N. Michigan, Chicago.

Missouri—Kaiser, Camp Pin Oak. Camp Counselors Course, June 8-14.

Colorado—Colorado Springs, Camp Greenwood. Camp Counselors Course, June 25-July 1. Information for Missouri and Colorado courses at National Branch Office Girl Scouts, 4550 Main St., Kansas City, Missouri.

Minnesota—Duluth, Camp Olcott, Camp Counselors Course, June 18-25. Information at National Branch Office, E. 1524 First Nat'l. Bank Bldg., St. Paul, Minn.

A Community Plan for Camping

(Continued from page 6)

likely that more money could be granted for it if there were more camp places which could be filled. However, it has not been possible to spend the amount allocated during the past two years and available camp places grow more and more scarce. With improved economic conditions more families can send their children to camp or can at least make some payment toward camp fees which enables agencies to



Ready!

1944 List of Books
on
**CAMPING
AND
RECREATION**

Fresh & New—Tested
& True—for a vitally
important camping
season

If a copy does not reach you by mail, send us a postcard
requesting the *Camping Circular*.

NEW THIS SEASON—

FIRELIGHT ENTERTAINMENTS

Margaret K. Soifer

Complete campfire programs, colorful and dramatic,
with information on costumes, songs, stories, stunts,
for each. With bibliography, index and illustrations.
(Association Press—Revell) **\$1.25**

READY IN JUNE: A new book, by Major Robert S.
Hall, of evening programs for camp—stories, pag-
eants, games, plays, and other kinds of indoor and
outdoor fun. **\$2.00**

ASSOCIATION PRESS

Your Camp Publisher and Bookstore

347 MADISON AVENUE

NEW YORK, N. Y.

CAMPERS NEED



THE

Justrite

TYPE KIT

to Indelibly Mark Clothes

Here's the quickest and best way to permanently mark
clothes and linens to keep them from going astray. It's a
good way, too, to check the life of your apparel—simply
stamp the date of the first washing right on the garment.
Kit contains all the type needed for quickly setting up name,
address, telephone number, date, etc. Write for circular
describing the five different Justrite Indelible Kits, or see
them on display today at your office supply dealer's.

Manufactured by

LOUIS MELIND COMPANY, CHICAGO 10, ILL.

CAMPERS' MEDICAL RE-IMBURSEMENT COVERAGE

- It costs the camp nothing.
- It eliminates sending bills home to the parent to pay.
- It is used by hundreds of the best camps in the country.
- It is never discontinued after a camp has it one year.
- It is completely optional with each parent.
- The cost is \$5.00 per camper per season; one-half price for half season campers.
- It pays doctor, hospital, nurse and X-Ray bills up to \$250.00 per accident and \$100.00 per illness.
- Counselors can have this coverage under exactly the same conditions.

Write for full particulars and a sample letter will be sent you, such as is furnished by us to each parent, when you are sending any other literature or letter to them. No additional postage expense to the camp.

VERMONT ACCIDENT INSURANCE CO.
RUTLAND, VERMONT



WARDROBE LIST SERVICE

To Protect Your Campers and Your Camp...

No wardrobe list is complete unless it includes the marking of all articles with the owner's full name. And the standard marking method at schools and camps everywhere is Cash's WOVEN Names.

For generations Cash's Names have identified both clothing and wearer, protecting from loss and ownership disputes. Cash's Names are WOVEN—not just printed or stamped—for neat, permanent, safe marking. They stand up better under hard usage than any other method.

Your campers ought to use WOVEN name tapes made by Cash's—and to help you enforce your requirements we will supply FREE order blanks, wardrobe lists, etc. on request. Write for information, samples, and prices.

Special! For those camps and campers who desire woven name quality and utility at the lowest possible price we offer Cash's JACQUARD Woven Names in 3 styles. Ask about them.

24 Camp Street **CASH'S** South Norwalk, Conn.

FOR THE SUMMER CAMP

WORKING AT PLAY IN SUMMER CAMPS \$1.50

Abbie Graham

How to make the summer camp an enriching experience

CAMPS AND THEIR MODERN ADMINISTRATION \$1.25

Hazel K. Allen

The business arrangements of a camp

RELAXATION TO THE RESCUE \$.50

Dorothy Nye, Josephine Rathbone and others

How to relax and balance energy expenditure with rest

THE WOMANS PRESS

600 Lexington Avenue

New York, N.Y.

send larger numbers of children. Several camps which in past years had had empty places which they were glad to have filled, now are able to fill all of their places with children from their own constituency. At the same time shortages of materials and labor make the building of new camps impossible. Even in a period of prosperity, there are always large numbers of children in a community who need to go to camp and who must have a free placement. When money allocated for camp placement remains unspent in a prosperous year, it is only because all camp facilities are in use and does not indicate that the need for camping is being met. Those responsible for the Chicago allocation have combed the countryside for empty buildings, for expandable facilities. Each year the imagination and initiative of the committee create a few places which have not existed before, and each year some of the ones used in the past are filled from other sources. Since all of these camp places are used to serve Chicago children, the "plus-service" which was the aim of the project is attained.

One possibility which is now being explored is that of providing camp places for children in need of special care, for the child with diabetes and other medical problems and also for the child whose behavior makes it impossible for him to be placed in the average camp. This service would undoubtedly be more expensive than other types of camping and this seems a good time to experiment with intensive services when the further expansion of facilities grows increasingly difficult.

As this camp allocation by the Community Fund has continued, the value of such a device in stimulating community planning for camping has become increasingly evident. The service rendered in sending needy children to camp was in itself an important one but, in addition, the allocation has been the means of focusing the attention of those persons interested in camping upon the total camp situation in the Chicago area. They thought, not in terms of single agencies or single camps, but in terms of a community plan which could strengthen existing resources, raise camp standards, locate gaps in service and attempt to meet the most urgent needs.

REDBOOK MAGAZINE

brings Camp Directors and parents together through the Bureaus conducted in cooperation with leading department stores in several cities. The program of Bureaus for the spring of 1944 follows:

THE MANDEL BROTHERS COMPANY
Chicago, Illinois April 17 through April 22

THE HALLE BROTHERS COMPANY
Cleveland, Ohio April 24 through April 29

THE JORDAN MARSH COMPANY
Boston, Massachusetts April 29 through May 13

THE J. L. HUDSON COMPANY
Detroit, Michigan May 1 through May 6

We invite you to send 2 copies of your catalog to any of these Bureaus located in an area from which you enroll campers. If you are in the vicinity, do come in to tell us of the new developments in your camp. This service is without charge and is a means of further promoting the interests of summer camps.

ETHEL F. BEBB, Director
REDBOOK MAGAZINE, Camp Department
230 Park Ave., New York City 17, N. Y.

The Worm Goes to Camp

(Continued from page 13)

the edges to prevent flooding.

The bed should be located in a well drained spot and be shaded to prevent the temperature of the interior from rising too high during the hot summer weather. The worm bank should be nearly filled with rich soil, prepared and mixed the same as in the cans. The more humus the soil contains, the better, as the worms require less artificial feeding.

When the worms have been transferred from the cans or lugs to the bank, the surface may be covered with a layer of decayed leaves, grass or lawn cuttings, which are natural food for Earthworms.

In dry weather, moisten the soil occasionally, but be careful not to use too much water. Freezing will kill Earthworms, so during the winter, protect the bed from frost. A heavy covering of half decayed manure or compost will provide the necessary warmth. In addition it will provide an extra supply of food. Worms will live in a bank for a long time on natural food, but they will grow faster and produce more rapidly if they are well fed.

The Earthworm is a defenseless animal and has a number of enemies. However, in a bank, you are usually able to control them. The ant is especially dangerous. The ant eats up the dugars and fats in the soil and thus deprives the Earthworm of needed food. If a poisonous insecticide is used, care must be taken not to kill the Worm as well as the ant.

So far we have been placing the emphasis on the Earthworm as a lure to be used in catching fish. Actually he is much more valuable to man because of his help in forming the fertile top soil that covers the earth. Darwin estimated that the average number of Earthworms would eject about eighteen tons of casting per acre in one year. These castings are the most fertile soil developed by nature.

Earthworms are especially valuable in flower boxes, flower pots, in flower borders, in lawns, in fact any-

(Continued on page 24)



CRAFTS

FREE Our latest catalog
No. 14 is Free
Write for it today

LEATHERCRAFT

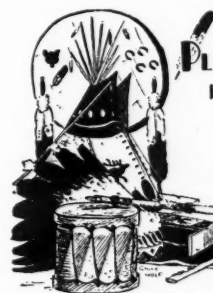
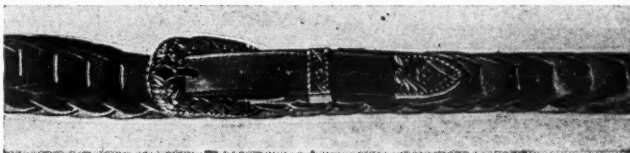
For 25 years Headquarters for quality Leathercraft Materials. ORDER NOW for future requirements. Materials are scarce. As alternate materials become available we will supplement our catalog. Be sure you are on our mailing list.

Strand Belt Projects

OSBORN BROTHERS

233 W. Jackson Blvd.

Chicago 6, Ill.



PLUME TRADING & SALES Co., Inc.
10 WEST 23RD STREET
NEW YORK 10, N. Y.

Specializing in American Indian Crafts,
Authentic Curios, Crafts,
Supplies and Construc-
tion Sets. Catalog on
request.

CRAFTS

COMPLETE COVERAGE
ON ALL CRAFTS

leather
plastic
lacings

archery
jersey loops
weaving

beads
cork
boondoggle

woodcarving
Indian crafts
model building

Write for the "Craft Report-
er". Free to Camps on request.
Discounts to Camps

CRAFT SERVICE

337 University Ave. Rochester, N.Y.

TENTS



WALL TENTS FOR CAMPERS

CURTAINS FOR SLEEPING PORCHES
FULTON BAG & COTTON MILLS

Manufacturers Since 1870

Atlanta St. Louis Dallas Minneapolis
New York New Orleans Kansas City, Kans.

TENTS --- CAMP EQUIPMENT

DIRECT FROM MFG.

SEND FOR QUOTATIONS
Barnett Canvas Goods Co.

PHILADELPHIA, PA.



123 ARCH STREET

FILMS

ENTERTAIN YOUR CAMPERS WITH MOVIES

Sound films rent for 50c reel. Silent 25c. Large selection. Late releases. New Prints. Write Dep't. C for Free Catalog.

UNION COUNTY FILM SERVICE

128 Chestnut Street

Roselle Park, New Jersey

CAMPING SUPPLIES

Mattresses *Special Offer!*

Surplus gov't. lot. Brand New. Layer Felt, Roll Edge, 30 x 75 Cot size, \$6.00 Each. (Subject to prior sale)

RECONDITIONED COTS — DOUBLE DECKERS

SANITARY SUPPLY AND SPECIALTY CO.

246 WEST 23RD STREET

NEW YORK CITY 11, N.Y.

PAPER SUPPLIES

PAPER

SERVING CAMPS
OVER 25 YEARS

Napkins	Plates	Sandwich Bags
Toilet Tissue	Wax Paper	Mimeograph Paper
Cups — All Kinds	Doilies	Towels
Crepe Paper	Sash Cords	Brooms

Also a Complete Line of Cleaning Supplies

● ASK US—if it's paper or made of PAPER **PREMIER PAPER CO.**
475 5th Ave., New York 17 — Dept. C

REAL ESTATE

DO YOU WANT TO

SELL or BUY A CAMP? . . . A SCHOOL?

List your needs with our real estate department. All information kept in strict confidence. Transactions made by this bureau exceed that of all individual agencies combined.

SALES — LEASES — MERGERS — PARTNERSHIPS

NATIONAL BUREAU OF PRIVATE SCHOOLS

522 Fifth Avenue

New York, N. Y.

MURRAY HILL 2-8840

MEMORY BOOKS

CAMP MEMORY BOOKS

Hundreds of camps have used these books with marked success. They make the finest kind of camp promotion—promotion that costs you nothing because every camper will buy one at only 25c.

CAMP POST CARDS

in two colors with pictures of your camp. Cost 1½c and resell at 2 for 5c.

*Free Samples
On Request!*

MAIL TODAY!

Millar Publishing Co.
538 Wells St., Chicago, Ill.

Please forward me FREE samples of

- ☐ MEMORY BOOK
☐ POST CARDS

POSTCARDS

ARTVUE POST CARDS and ARTVUE ALBUMS* TELL A VIVID PICTURE STORY OF YOUR CAMP

Both products will increase your clientele and actually net direct cash profits. Order early! Send for particulars—today!

*The New Attractive Form of Camp Prospectus

ARTVUE POST CARD CO.

225 Fifth Ave.

New York 10, N. Y.

CLASSIFIED WANTS

Want a camp job? Need counselors, a camp cook, physician, or assistant? Want to buy, sell, rent or lease a camp? Advertise your wants economically in this section. Rates: \$2.00 minimum for five line insertion. Figure eight words per line. Send your ad, together with remittance, to The Camping Magazine, 343 S. Dearborn St., Chicago 4, Ill. by the 15th of the month for insertion in our next issue.

HELP WANTED

COUNSELORS WANTED at Eagle's Nest Farm Camp, Delaware, N. J. Water Front man for boys' and girls' camps, Arts and Crafts, Dramatics, and General Athletics counsellors for girls' camp (June 20 - August 4). Several vacancies for boys' camp. Write Camp Director, 24 Rector Street, Newark 2, N. J.

BURR OAKS CAMP FOR GIRLS IN SOUTHERN WISCONSIN

Will consider applications for season of 1944 from experienced Counselors (men or women) in the following Activities:

Arts and Crafts	Sailing	Rifle Marksmanship
Land and Water Sports	Music	Nature
	Wood and Camp Craft	

Only Those With the Highest References Need Apply. Address:

BURR OAKS CAMP

800 N. Clark Street

Chicago, Ill.

BUSINESS OPPORTUNITIES

EXCLUSIVE CLUB on Cape Cod offers attractive financial arrangement to man or woman experienced in developing children's recreation-games, handicraft, sailing, swimming, etc. supervising a staff—during 10 week season. Address J. A. Wales, 247 Park Ave., New York 17, N. Y.

FOR SALE

CAMP AND FARM on beautiful Lake Charlevoix in northern Michigan. One hundred sixty acres on paved highway near town. Dining hall and four other buildings on camp site, built among forest trees. Modern farmhouse and buildings. Must settle estate. Write to Mrs. C. S. Boucher, 2110 A St., Lincoln, Nebraska.

The Worm Goes to Camp

place in which you wish to grow something. Now that camps are interested in gardens as part of their camp program, a worm bank is not only an interesting project, but is helpful in raising vegetables, flowers and fruit.

While raising Earthworms requires attention and care, it does not require the exact day by day attention, which makes some camp projects fail. It is a comparatively new project in the camping field, but as long as there is fishing it should become increasingly popular.